DOCUMENT RESUME

ED 177 149 SP 014 879

AUTHOR	Cruickshank, Donald R.; Telfer, Ross A.
TITLE	Simulations and Games: An ERIC Bibliography. Bibliographies on Educational Topics No. 11.
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Sep 79
NOTE	93p.
AVAILABLE FROM	ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.50)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Educational Games; *Games; Role Playing; *Simulation; Teaching Techniques

ABSTRACT

The entries in this bibliography were selected from items included in the Educational Resources Information Center indexes, RESOURCES IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION. A list of 70 subject area categories is included to facilitate identification of items for specific topics. (JD)

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ED177149

SIMULATIONS AND GAMES:

AN ERIC BIBLIOGRAPHY

Bibliographies on Educational Topics No. 11

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Published by the
ERIC Clearinghouse on Teacher Education
with the Cooperation of the
ERIC Clearinghouse on Information Resources

Order from:
ERIC Clearinghouse on Teacher Education
Suite 616, One Dupont Circle, N.W.
Washington, D.C. 20036

September 1979 SP 014 879

SP014879

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The ERIC Clearinghouse on Teacher Education is funded by the National Institute of Education. The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the ERIC Clearinghouse on Information Resources for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either Clearinghouse, or the National Institute of Education.

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FOREWORD

In this document, eleventh in the series of Bibliographies on Educational Topics (BETs), Donald R. Cruickshank and Ross A. Telfer have amassed an impressive resource--a key to the voluminous literature on academic simulations and games to which the ERIC data bases give access. In the compilation, numbering hundreds of citations, they have organized more than ten years' accumulation of documents under 70 subject categories, so that users of the bibliography may at the same time familiarize themselves generally with innovative adaptations of simulation/gaming techniques for teaching and learning and investigate specific topics of concern to them.

Because of the comprehensiveness of this document, each entry gives only the complete bibliographic citation and information on availability. For abstracts of educational documents (entries with "ED" numbers), users should consult Resources in Education (RIE), the ERIC monthly abstract journal; "EJ" (educational journal) articles are cited in Current Index to Journals in Education (CIJE). Information on obtaining the documents is provided in the Introduction, in the section, "How To Use This Bibliography." ED documents coded "MF" also are available in ERIC microfiche collections at more than 600 locations across the country.

It is hoped that the selections in this reference work will encourage readers to explore more fully the ERIC resources on simulations and games, and to delve deeply into applications of these techniques within their own areas of interest. The bibliography also lends itself to periodic updating--either by manual searching of topics in the ERIC indexes, or by computer using the relevant descriptors and delimiting the search to acquisitions since January 1979.

This Clearinghouse expresses its appreciation to the authors for their work in gathering and categorizing the citations, and to staff members of the ERIC Clearinghouse on Information Resources for their help and advice. Particular gratitude is due to Susan Vogel, Publications Assistant with the ERIC Clearinghouse on Teacher Education; without her assiduous research and production efforts, the bibliography could not have been completed.

Comments and suggestions about this publication are welcomed by this Clearinghouse. We also invite readers to submit documents related to the preparation of education personnel for consideration and possible inclusion in RIE.

Karl Massanari
Director
ERIC Clearinghouse on
Teacher Education

September 1979

INTRODUCTION

It is possible to distinguish between simulations and games by considering simulations as the products that result when one creates the appearance or effect of something else, while games are contests in which the player and opponents operate under rules to gain a specified objective. Having made that distinction, Cruickshank (1977) differentiates between academic and non-academic games. Non-academic games (such as table tennis, checkers, or basetall) are primarily for fun; they are relatively trivial in the educational sense, as the rules apply only to the game and cannot be applied usefully to other situations. Academic games, however, are primarily for or based upon learning. Consider, for example, anagrams or war games.

There are two basic types of academic games. Non-simulation games are those in which a player solves problems in a subject such as spelling or mathematics. To do so, the player must make use of principles of that subject or discipline. For example, to play this game of acrostics a student needs a knowledge of English (Cruickshank, 1977, p. 27):

HEART
EMBER
ABUSE
RESIN
TREND

The student must find words of equal length (the number of words being the same as the number of letters in each word), and then arrange the words so that each can be read vertically as well as horizontally. The player must apply the rules of the English language, especially those of spelling. Thus acrostics exemplify the non-simulation type of academic game. Academic non-simulation games frequently take the form of crossword puzzles, anagrams, or cards.

The other type of academic game is the simulation game, in which participants are given a simulated environment to play in. Simulation games are designed to provide students with an insight into reality: either an event or a process being simulated. For example, the well-known Prisoner's Dilemma (Barton, 1970)--whether or not to confess to a crime, given certain consequences for each move--is a study of the realities of competition and cooperation.

How This Bibliography Was Compiled

The entries in this bibliography have been selected from items included in the Educational Resources Information Center indexes, Resources in Education and Current Index to Journals in Education. At the Mechanized Information Center of The Ohio State University, Columbus, approximately 2,000 items were retrieved by combining the terms game, games, laboratory training, and simulation with a list of subject area terms:

adult	agriculture	art	business	children's
classroom	counseling	counselor	driver	economics
elementary	English	guidance	health	higher
language	library	mathematics	physical	science
secondary	social studies	speech	teacher	vocational

Retrieval was halted in January 1979, when organization of the items was undertaken. To facilitate the use of the bibliography by both researchers and teachers, 70 categories were devised. A list of the categories, as well as brief descriptions of the contents in each category, follow this introduction. These categories enable users to identify items relevant to their specific purposes. Where possible, cross-references to other related categories are provided.

Differences of opinion over the assignment of items to categories are inevitable, especially when a number of the items transcend category boundaries. It is suggested that the reader refer to allied categories as well as the specific focus of interest. Users of the Foreign Language Education category, for example, will probably find items of interest under Cultural Awareness and Language Education.

The bibliography was intended to facilitate both the literature search of the researcher and writer and the lesson preparations of the classroom teacher. Therefore each may find some items of marginal relevance included in the categories. It is also possible that a literature search based solely on descriptor criteria can yield irrelevant items.

Nevertheless, the categories provide an easy means of information retrieval for a variety of purposes. Given such access, those interested in the development, application,

and evaluation of simulations and games in education may discover resources of which they were unaware, and may be stimulated to contribute to the rapidly expanding range of alternatives in approaches to teaching and learning.

How To Use This Bibliography

1. Read through the following list of categories, and note those that appear relevant to your topic of interest.

2. Then confirm your selection by reference to the descriptive overview of the categories.

3. Also note for followup any cross-references provided in the overview.

4. As a general guide for the novice, Category 64 provides an introduction to Simulations and Games.

5. Having decided on the relevant categories, turn to them and note the ED or EJ numbers of the items to which you wish to refer. An ED prefix means that the item comes from Resources in Education, and an EJ prefix means that the source was Current Index to Journals in Education. ED or educational documents are normally available on microfiche from libraries. EJ or educational journal articles are not available on microfiche, so the original journals must be consulted.

6. Availability for each ED item is indicated: either the document may be obtained from the ERIC Document Reproduction Service (EDRS) in microfiche (MF) and/or "paper copy" (PC), or another source is given. An EDRS order form appears at the end of this bibliography for your convenience.

REFERENCES

Barton, Richard F. A Primer on Simulation and Gaming. Englewood Cliffs, NJ: Prentice-Hall Inc., 1970.

Cruickshank, Donald R. A First Book of Games and Simulations. Belmont, CA: Wadsworth Publishing Co., Inc. 1977.

OVERVIEW OF THE CATEGORIES

01 ADMINISTRATOR EDUCATION (see 23, 37, and 52). This category includes a bibliography on educational administrator preparation programs and simulations at elementary, secondary, intermediate, and college and university levels. The simulations cover basic educational administration roles such as decision making, staffing, budgeting, evaluating staff, and administrative style. Bargaining, negotiation, and arbitration games are included, one from the school board trustee perspective. Leadership in the school and community and aspects of the organizational climate are also included.

02 ADULT EDUCATION. While providing an overview of the use of simulation in adult education, items in this section also include the use of simulation to develop adult education leaders, language games, and teaching economics to adults.

03 AGRICULTURE. General items on the use of educational games in agricultural education are supplemented by those of narrower focus, such as simulated central American farming, farm management, and simulations in agricultural mechanics for special-needs students.

04 ART EDUCATION. In this category there is general coverage of simulation, gaming, and role playing in the teaching of art and exhibition viewing.

05 AVIATION EDUCATION. Ground training devices, instrument flight training, remote sensing, and maintenance simulation are included.

06 BILINGUAL EDUCATION (see 17 and 44). There is a listing of bilingual, bicultural resources, crossword puzzles, audiovisual means of teaching Spanish, guides to teachers of Mexican-Americans, and an activity guide for parents, teachers, and older brothers and sisters in ESL practices.

07 BIOLOGY EDUCATION (see 49 and 63). Items in this category cover randomly-generated DNA and RNA sequences, metabolism, membrane potentials, genetic mapping, population genetics, simulation of batch production of penicillin, and the use of programmable calculators.

08 BLACK EDUCATION (see 17). Items cover racial attitudes, teaching the black experience, and black social studies.

09 BROADCASTING/MEDIA EDUCATION (see 25). One item uses a mass broadcast simulation to deal with dual audio TV instruction, another simulates mass media.

10 BUSINESS EDUCATION. A wide range of items in this category covers accounting and computing, branch office operations, mortgage and loan office operations, general office practice, data processing, shorthand and typing, housing and land speculation, consumer credit, management practice, audit and bank reconciliation, the department store, and job interviews.

11 CAREER EDUCATION (see 34 and 70). This extensive category includes items on career awareness and exploration; career development; an annotated bibliography; the life career game; simulations of postal, rural, journalism careers; computer-assisted programs; curriculum units enabling integration with the K-6 curriculum or general curriculum correlation.

12 CHEMICAL EDUCATION (see 63). Computer simulation techniques are featured in several items. Others cover card games in chemistry, kinetic applications, organic mah-jongg, chemical reactions and equilibrium, analytical procedures, simulated experiments and research.

13 COMMUNITY DISASTER. The one item provides instructional games to prepare elementary and secondary pupils for community disasters.

14 COMPUTER EDUCATION (see 48). Items in this category describe computer simulation in the teaching of statistics, research methodology, psychology, history, math, and the sciences. Approaches are described for pupils at elementary, secondary, or adult levels.

15 CORRECTIONAL WORK. In this category are items on decision making in juvenile justice, and a training and placement project.

16 CREATIVITY GAMES (see 31 and 32). Items describe creativity games, teaching poetry, and social simulations.

17 CULTURAL AWARENESS (see 06, 08, and 40). Items generally cover available games and simulations, suitable for classroom activities and resource centers. Specific items are on cross-cultural education and intercultural communication.

18 DENTAL EDUCATION. The one item in this category examines computer-assisted instruction with specific reference to problem solving in oral diagnosis.

19 DEVELOPMENT OF GAMES AND SIMULATIONS (see 30, 31, 32). Items assist with game development for technical education, social studies, and speech communication. Specific reference is made to board games, class productions, and case studies. Samples of gaming exercises are provided.

20 DRIVER EDUCATION. Accident avoidance and traffic safety simulations are described, while other items include a teaching guide, machine examination techniques, shadow graph simulators, and teaching the deaf driver.

21 EARLY CHILDHOOD TRAINING (see 16). Activities, materials, and equipment are listed and described. Reference is made to the roles of both parents and teachers, and to compensatory education programs and the use of games in teaching reading, preschool science, and number games. A simulated day care setting is also described.

22 ECONOMICS (see 10, 38, 52). This category includes a bibliography of resources; educational games and simulations in economics; computer simulations; and games or simulations dealing with housing and land speculations, oligopoly and merger, macroeconomics, gold mining, multilateral trade, market demand, and the federal open market committee.

23 EDUCATIONAL PLANNING (see 01, 37, 42, and 52). Simulation approaches are available for planning local or larger educational systems, planning facilities, enrollments, constructing curricula, establishing registration networks, assessing needs, financing, policy analysis, cost-effectiveness and cost-benefit techniques, and operations research.

24 ENGINEERING EDUCATION (see 48, 54, and 70). Items are based on simulation, case study, and computer-assisted approaches. They cover engineering design, systems analysis, nuclear reactors, and machine design.

25 ENGLISH EDUCATION (see 09, 44, and 57). General items cover aids and techniques for teaching English language and literature. Simulation and non-simulation approaches are suggested for written expression, grammar, spelling, comprehension, use of dictionaries, curriculum structure, and television game shows.

26 ENVIRONMENTAL EDUCATION (see 56). A number of items provide the Metro-Apex simulation which includes a simulated environmental quality agency. Others simulate thermal

pollution, energy education, environmental decision making, a multidisciplinary approach, ecology, forest planning, food, household energy.

27 EXCEPTIONAL CHILDREN (see 67). There are games for pupils with learning disabilities, training aids for the deaf, activities for homebound handicapped children, and ball games for the visually handicapped.

28 FOLKLORE EDUCATION. The two items touch on folklore in elementary school and in foreign language classrooms.

29 FOREIGN LANGUAGE EDUCATION (see 06, 17, and 44). Items provide lists of audiovisual materials for the teaching of French and Spanish. Items cover elementary, secondary, and adult levels; also Latin, Russian, German, Japanese. Another item is the use and design of the resource center.

30 GAMES, DESCRIPTIONS OF (see 19, 31, and 32). There are a variety of games that overlap specialist categories. Items include environmental games, parents as teachers, simulation games, techniques for use in neighborhood study centers, guidelines for the use of games and simulations, a primer on games, samples of gaming exercises, classroom applications of instructional simulation, individualized learning, and a news game.

31 GAMES, ELEMENTARY EDUCATION (see 16, 19, 30, and 32). This category overlaps with specialist subject groupings. It includes play and game techniques, environmental and language education, lists of locally developed educational games, phonics, teacher-made games, simulated excursions, spelling, team games, dramatic activities, and discussion activities.

32 GAMES, SECONDARY EDUCATION (see 16, 19, 30, and 31). This category also overlaps curriculum groupings of items, to which readers should refer. Items covered include instructional simulations, social studies, mathematics, and discussion.

33 GEOGRAPHY/GEOLOGY (see 26, 56, and 62). Most items in this category are associated with geographic education. They cover cartography, petrology, national development, urban environment, map and compass skills, public policy and private enterprise, space exploration, and an inquiry lesson.

34 GUIDANCE AND COUNSELING (see 11, 27, 67, and 70). This is a comprehensive category which includes items on vocational guidance, family and marriage counseling, video--simulations and operational gaming, interviewing, simulated casework, rehabilitation counselor training, and games for socialization and development of social skills.

35 HEALTH EDUCATION AND SEX EDUCATION (see 34, 39, and 53). Items are on simulation gaming in health planning and consumer health education; admissions exercises; sex education instruction; and pregnancy.

36 HEALTH OCCUPATIONS EDUCATION (see 49 and 51). Items are on medical laboratory and physician support personnel, team approaches to health care, innovative programs in the education of the health professions, and cost-effectiveness approaches.

37 HIGHER EDUCATION (see 01 and 23). The content of items ranges from improving teaching in higher education to computer simulation of planning and budgeting; training college administrators; instructional applications of computers; faculty training for leadership; educational evaluation; program and resource planning; an undergraduate interdisciplinary course simulation; curriculum change; and computer applications to learning development.

38 HOME ECONOMICS AND CONSUMER EDUCATION. In this category are items on innovative techniques in teaching home economics, nutrition, consumer education, consumer credit, fashion, bakery, and simulated parenthood.

39 HUMAN RELATIONS (see 66). Items in this category include an innovative program in human relations; conflict resolution; integration; race relations; social skills in small groups and small meetings. There is also a handbook of simulations and games for use in human relations teaching.

40 INDIAN EDUCATION (see 17). One item is a handbook for Pima and Maricopa Indian teacher aids, the other focuses on tribal culture as a source of understanding.

41 INDUSTRIAL ARTS (see 24 and 70). Computer applications in architectural education, a games approach, and use of simulators in technical training are covered in this category.

42 INSTRUCTIONAL SYSTEMS (see 23). Items are on individualized, performance-criterion learning, a computer-based system, and individualized instruction.

43 INTELLIGENCE (ARTIFICIAL) (see 66). The two items cover the modeling of human intelligence by the computer, and the MIT artificial intelligence laboratory bibliography.

44 LANGUAGE EDUCATION AND TEACHING ENGLISH AS A SECOND LANGUAGE (see 17). ESL items are on the kindergarten, elementary, and secondary levels. They cover the use of traditional tales, language games, simulations, instructional materials, improvisations, and music. Most references deal with the teaching of French, German, or Spanish.

45 LEARNING (see 60). Content of this category includes the transfer of simulator training, development of reasoning through games, trainability, and concept learning and retention through simulation.

46 LIBRARY SCIENCE. Items deal with library management, the simulated community library, problem-oriented approaches to librarian education, toy-lending library, circulation subsystem, media of the future, and program planning.

47 LEGAL EDUCATION. The approaches to teaching law include a mock classroom trial, simulations involving the bail or jail choice, confidentiality of newsmen's sources, environmental issues, juries, civil liberties, consumerism, the law firm, and the problem method adapted to case books.

48 MATHEMATICAL EDUCATION (see 14). This category contains a wide range of items. General items provide a select bibliography and lists of activities and games to stock a math laboratory. Specific items are on motivating through games, curriculum construction, individualized instruction, computer simulation, using the calculator, problem solving, mathematical structures, symbolic logic, probability, metric games, magic squares, and the use of television in math teaching.

49 MEDICAL, PHARMACEUTICAL, AND VETERINARY EDUCATION (see 07 and 63). General items are on guidelines for improving learning efficiency and use of simulation in teaching and testing problem-solving techniques. Others are on planning a medical school, using simulated patients, physical examinations, pelvic examination, heart-sound simulation, computer-simulated heart disease, reproductive medicine, and medical history-taking skills. The training of medical laboratory technicians and the use of simulated pharmacy are also covered.

50 MUSIC EDUCATION. In this category are items on learning centers in music education, approaches to teaching music, innovations in the preparation of music teachers, and using videotapes of critical teaching incidents in music education.

51 NURSING EDUCATION. Simulation and computer approaches to teaching health professional students are described.

52 ORGANIZATIONS (see 01). The emphasis in this category is on bureaucratization, communication, and motivation.

53 PHYSICAL EDUCATION (see 58). Items cover the general field of teaching physical education and the appropriate curriculum for various levels and for special students (such as the mentally or visually handicapped). Description is provided for the use of the computer in both athletics and physical education, avocational activities, rhythmics, indoor activities, and health and recreation.

54 PHYSICS (see 63). There are games for facilitating learning in physics (such as the rocket game) and computer-based simulations (dealing, for example, with statistics in physics). Specific items concentrate on narrower aspects such as laser roulette and thermodynamics.

55 POLITICAL SCIENCE. Items provide general guides to courses of study in political behavior, political institutions, political processes, and voter education. There is a guide to the design and use of simulation games in political science, plus several games (political campaigns, for example).

56 POPULATION PLANNING (see 23). The items in this category are on games for population education and world population growth.

57 READING EDUCATION (see 25 and 44). In this category are a critical analysis and further lists of games for teaching reading, and a number of alternative approaches including a CB reading center, computer simulation, use of the newspaper, and sight-word vocabulary.

58 RECREATION (see 53). Items in this category include a recreation program and approaches to orienteering and outdoor teaching.

59 SIMULATION AS RESEARCH METHODOLOGY. This category covers the use of written simulations for research, inter-nation simulation, computer simulation, survey sampling, significance evaluation, and verbal communication.

60 SIMULATION RESEARCH REPORTS (see 45). There are more than 40 research reports that examine gaming/simulation and variables such as absenteeism, academic performance, racial attitudes, cognitive style, retention, self-role, learning inductive materials, student attitudes, early childhood education, sex differences, social status, generalization of reinforcement, student reactions, cooperation, environmental influences, prose competence, and a contrast between the traditional textbook method and the in-basket approach. Items provide comprehensive summaries of empirical findings and discuss the implications for instructional use of games and simulations.

61 RESOURCE BOOKS AND BIBLIOGRAPHIES (see other categories for specialist lists). Bibliographies cover the use of toys; artificial intelligence publications; home activities for preschool children; a directory of games, play situations, and simulations used for instruction and training; annotated educational technology sources; supplementary materials for teacher aide programs; business games; teacher education; international affairs; and an annotated bibliography of sources for simulation and academic gaming.

62 RURAL DEVELOPMENT (see 03). Included in this category is a three-volume report on the development and testing of simulations of occupational experiences for rural students; some strategies and models for economic development of rural regions; and methods for legal-economic research into rural problems.

63 SCIENCE EDUCATION (see 07, 12, and 54). This is a comprehensive category, incorporating coastal and oceanic studies, computer assistance (for example, with graphical displays), simulating centrifugal forces on an overhead projector, air quality investigation, genetics, alimentary systems, science fiction, picture riddles, household energy, and field trips.

displays), simulating centrifugal forces on an overhead projector, air quality investigation, genetics, alimentary systems, science fiction, picture riddles, household energy, and field trips.

64 SIMULATION (GENERAL) (see 16, 19, 59, and 60). In this category are general and specific items guiding the use of simulations and games for education and training. There are applications to the educational environment, games as learning devices, decision making as a focus, various assessment techniques, video simulation, computer experiments, simulation versus models, social theory simulation, and an analysis of instructional systems. A number of specialist items overlap other categories.

65 SOCIAL STUDIES EDUCATION (see 33, 39, 55, and 56). There are nearly a hundred items in this category, ranging from international cooperation to urban dynamics. Other subjects include colonial communities; reading/writing skills in social studies; energy activities; war games; map reading; voter education; social values; anthropology; an evaluation of learning in two social studies simulation games; Watergate; spaceship earth simulation; computer-directed games; models of the United Nations; UNICEF; welfare; and world history.

66 SOCIAL PSYCHOLOGY, SOCIOLOGY, AND SOCIAL WORK (see 34 and 39). In this category there are guidelines for integrating classroom and practicum experiences for social work students, simulation games in moral education, a bibliography for sociology teaching, field work, simulation of the process and effects of bureaucratization, intergroup relations through the "Prisoner's Dilemma," and role playing.

67 SPECIAL EDUCATION (see 27). Items provide ideas for instructing the mentally retarded, integrating children with special needs in regular classrooms, using toys, activities for the visually impaired, anticipation games, videotapes, reading comprehension, teaching suggestions for an exceptional child program, physical education approaches, recreational activities, developing simulations for use in special education, behavior modification game, computer applications, speech-training aids, family activities, teaching arithmetic and reading to the mentally retarded, and ways of increasing teachers' understanding of educable mentally retarded children.

68 SPEECH EDUCATION (see 44). Items are on innovative instructional strategies in speech communication, speech therapy, simulation in speech education, computerized games and simulations, dramatic activity, and games for use in teaching speech communication.

69 TEACHER EDUCATION. Broad focus items deal with planning and programming teacher education; and specific items cover personal development programs, inservice training design, uses of programmed instruction and simulation techniques, evaluating teacher education graduates, innovation in teacher education, in-basket simulation exercises, microteaching, a vocational laboratory, video processes, trends in teacher education curricula, behavior management, individualizing instruction, interaction analysis and nonverbal communication, multicultural aspects of teacher education, affective dimensions, role playing, group counseling, competency-based teacher education, teacher training in schools, and development of individual teaching styles.

70 VOCATIONAL EDUCATION (see 11). Items are on the development and testing of simulated occupational experiences, leadership training, vocational experience curricula, and vocational education plans. Specific items deal with trade classes, coal mining, automotive troubleshooting, office simulation, vocational exploration through job simulation, secretarial roles, relevance to employment, and rural area applications.

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C1 ADMINISTRATOR EDUCATION

BARON, ROBERT; GULKO, WARREN. UNIVERSITY MACRO ANALYTIC SIMULATION MODEL. 1976. 17P. MF. ED 124 197

CHAMPAGNE, DAVID W.; HINES, JOHN F. USE OF SIMULATION ACTIVITIES AS A TEACHING STRATEGY IN A COURSE ON CHANGE IN THE SCHOOLS. 1970. 15P. MF/PC. ED 038 675

CHAPMAN, S. C.; AND OTHERS. THE ACADEMIC DEPARTMENT GAME. 1973. 19P. MF/PC. ED 078 740

CHIARELOTT, LEIGH; GOHRING, RALPH. GAUGING THE ELEMENTARY PRINCIPAL'S MANAGERIAL STYLE: THE PRINCIPAL GAME. 1976. 40P. MF/PC. ED 123 747

CULBERTSON, JACK A. REVISING AND UPDATING THE JEFFERSON TOWNSHIP SIMULATION MATERIALS. FINAL REPORT. 1967. 19P. MF/PC. ED 018 012

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